

**Inspection under Section 28 of the
Education Act 2005**

A Report on the Quality of Education in

**Llantilio Pertholey Voluntary Controlled
Primary School
Hillgrove Avenue
Mardy
Abergavenny
Monmouthshire
NP7 6LZ**

School Number: 6793004

Date of Inspection: 29/06/09

by

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15781**

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Llantilio Pertholey Voluntary Controlled Primary School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Llantilio Pertholey Voluntary Controlled Primary School took place between 29/06/09 and 01/07/09. An independent team of inspectors, led by Dr. Peter David Ellis undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

The five-point scale used to represent all inspection judgements in this report is as follows:

Grade 1	good with outstanding features
Grade 2	good features and no important shortcomings
Grade 3	good features outweigh shortcomings
Grade 4	some good features, but shortcomings in important areas
Grade 5	many important shortcomings

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a **Short** inspection.

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

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Context

The nature of the provider

1. Llantilio Pertholey Voluntary Controlled Primary School is situated on a private housing estate in the semi-rural village of Mardy on the northern outskirts of Abergavenny. It moved into new purpose-built premises in 1991 from the original nineteenth century building in the neighbouring hamlet of Llantilio Pertholey, when the governing body (GB) elected to retain its name and Church-in-Wales status.
2. The school is set on a hillside within spacious and attractive grounds, comprising a large playing field, separate hard surfaced play areas for reception, key stage 1 (KS1) and key stage 2 (KS2) and various wooded, environmental and grassed areas including a forest school and allotments. The accommodation, which is on two levels, contains seven classrooms, shared learning areas, a hall, music room and library with an information communications technology (ICT) suite, as well as a staff room, kitchen, offices and cloakrooms.
3. The school currently caters for 171 full-time equivalent learners between the ages of four and eleven; there are no children of nursery age, as there is provision for them elsewhere in the vicinity. The foundation phase will be introduced into reception in September 2009. Each class contains a single age range, although the numbers vary from 16 to 30. All teachers are full-time and are responsible for a class, except the headteacher, who has been in post since 1990. The number on roll has slowly declined over the last few years and is likely to diminish more rapidly as the larger classes reach the end of KS2 over the next three years.
4. The school serves the village of Mardy and the surrounding area. Over 40% of learners come from outside the traditional catchment area through parental choice. According to the school, the majority of families are neither prosperous nor economically disadvantaged. The local area comprises privately owned homes and rented local authority and housing association properties. The school borders a Communities First area, from which a large proportion of learners are drawn. Around 14% of the number on roll are registered as being entitled to receive free school meals, which is below the national average.
5. The intake covers the full range of ability. Around 18% of learners are identified as requiring special educational needs (SEN) support, which is a little below the national average, although the number with statements (eleven) is well above the norm. No learners use Welsh as a first language or are looked after by the local authority. Around 4% are from an ethnic minority background, but all use English as a first language, except for one family which uses both English and Hungarian at home.
6. The school was last inspected in June/July 2003. Since then there have been some staff changes and additional support staff have been appointed. There have also been some alterations to the accommodation and the grounds.

During the current inspection the deputy headteacher was away on sick leave and her class was taught by a supply teacher.

7. The school was awarded the Basic Skills Quality Mark in 2007. It has also achieved Phase 2 of the Healthy Schools' initiative, the Bronze and Silver Eco awards and the Eco Schools' Green Flag.

The school's priorities and targets

8. The school's mission statement is that, 'Llantilio Pertholey Church-in-Wales Primary School will strive to provide a welcoming, happy, caring and secure working environment for all, in which our children will be educated appropriately in terms of the changing needs of the world in which they live.' The emphasis is on developing literate, numerate, scientifically aware and computer competent individuals.
9. The mission statement is underpinned by a number of relevant aims, which are summarised in the school's current school improvement plan (SIP) as follows:
10. 'We will seek to raise the educational standards and achievements of all our pupils encompassing the range of aptitudes, abilities and interests in not only academic fields, but also in the social and communal aspects that lie within the school. Through good management we will ensure that the educational provision is of the highest quality and that both time and resources are utilised effectively and efficiently.'
11. The school's current priorities are:
 - introduction of the foundation phase;
 - implementation of curriculum 2008 with special attention to Year 3 (Y3);
 - introduction of a new phonic strategy for KS1 and those experiencing difficulty in KS2;
 - review of the spelling practices in KS2 and introduction of a new diagnostic scheme;
 - introduction of an eco philosophy throughout the school; and
 - continuation of the Building Learning Power approach and the self-evaluation framework for ICT.

Summary

12. Llantilio Pertholey Voluntary Controlled Primary School is a very effective school with many outstanding features. Learners make very good progress and teaching is consistently good. The provision is of a high quality and the school is very well led and efficiently managed.

Table of grades awarded

Key Question	Inspection grade
1 How well do learners achieve?	Grade 2
2 How effective are teaching, training and assessment?	Grade 2
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	Grade 1
4 How well are learners cared for, guided and supported?	Grade 1
5 How effective are leadership and strategic management?	Grade 1
6 How well do leaders and managers evaluate and improve quality and standards?	Grade 1
7 How efficient are leaders and managers in using resources?	Grade 1

13. The inspection team agreed with the school in its self-evaluation report in four of the seven key questions. Where there was a difference in Key Questions 3, 5 and 6, this was because the team awarded a higher grade, due to the number of outstanding features identified.

Standards

14. In KS1 national teacher assessments in 2008 most pupils attained at least level 2 in English and mathematics and all did so in science, although results overall were below the national average; the weakest performance was in writing. The percentage attaining the higher level 3 was higher than nationally in mathematics, about the same in English but lower in science. In comparison to schools with a similar free school meals percentage, pupils performed less well than the best 50% in English, but as well as the best 50% in mathematics and as well as the best 25% in science.
15. In KS2 national teacher assessments in 2008 most pupils attained at least level 4 in English, mathematics and science, which was better than the national average. The percentage attaining the higher level 5 was higher than nationally in science and about the same in English and mathematics. In comparison to schools with a similar free school meals percentage, pupils performed as well as the best 50% in all three subjects.

16. Over the last four years there have been some fluctuations in performance in both key stages, according to the nature of the cohorts, but generally standards have been maintained and there are some indications of improvement. Baseline assessment shows that children's ability on entry is generally average to below average and the high number of statemented pupils in most cohorts affects the school's overall results.
17. In 2008 in KS1 boys did consistently less well in English, particularly in writing. However, there is no consistent trend over time. In KS2 all pupils attaining below level 4 in English and science were boys, although more girls only attained level 3 in mathematics. Over time, boys have tended to do less well in English but better in mathematics with science being variable.
18. Inspection evidence indicates that all learners, whatever their aptitude, ability or social or ethnic background, make good progress through all classes and that the school adds significant value to their achievement. Nearly all fulfil their potential and reach or exceed the targets set for them.
19. There is evidence that recent initiatives in relation to the under-fives, literacy and learning methods are beginning to make a significant impact on achievement. Provisional results for 2009 in KS1, for example, show an improvement on 2008.
20. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make very good progress towards the Desirable Outcomes for Children's Learning. Standards in the key skills of literacy in reception are outstanding and in numeracy and ICT they are good.
21. In KS1 and KS2 listening and speaking skills are outstanding and pupils make good overall progress in reading. Most achieve good standards in writing, punctuation, spelling, handwriting and comprehension. They use numeracy skills appropriately in a range of contexts, but a minority have relatively underdeveloped mental mathematics skills. There are some outstanding features in the use of ICT, especially in older KS2. Standards in bilingualism across the school are good overall, although there is some variation between classes.
22. Problem solving and thinking skills are well developed and learners are not hesitant to produce and express their own original ideas and to make choices and decisions. They work very conscientiously together and independently. They have a very positive attitude to learning and respond well to advice. They know how well they are doing, but their involvement in self and peer assessment and setting their own targets for improvement is less well developed.
23. Learners' outstanding behaviour and, in particular, their very good manners and respect for adults and each other have a major impact on their learning and the quality of life in the school. In class they settle quickly and follow instructions well.

24. Average attendance overall for the last year is above the national rate and that for similar schools. The vast majority of pupils attend school regularly and there is very little lateness.
25. Learners have a secure awareness of equal opportunities issues and understand that everyone should be treated fairly and equally, regardless of their backgrounds and differences.
26. Learners become increasingly aware of the world of work, undertake a range of entrepreneurial activities and take an active part in their local community.

The quality of education and training

Grades for teaching

27. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
14%	79%	7%	-	-

28. These figures represent an improvement overall since the last inspection and are better than the national averages published in HMCI's latest Annual Report for 2007-8, which indicates that the quality of teaching in primary schools in Wales is 83% Grade 2 or better. The amount of Grade 1 teaching, however, is slightly below the national average of 16%.
29. In reception, where teaching is consistently outstanding, activities are well prepared and stimulating. Sessions are extremely well organised and independent learning is actively encouraged. Very good use is made of the outdoor classroom.
30. Where teaching was judged to be Grade 2, the good features include good pace, well planned and carefully structured lessons, appropriately differentiated activities, effective use of resources, good classroom management and learning objectives and success criteria shared with learners.
31. On the rare occasion that teaching was judged to be Grade 3, the shortcomings include learners listening for too long to the teacher and over-prescriptive activities that do not promote independent learning.
32. Across the school teachers create very good relationships with learners. They offer praise and encouragement frequently so that effort and good work are rewarded and that learners are encouraged to do their best.
33. Overall teachers have a good understanding and knowledge of the subjects taught; they use a variety of teaching styles and plan activities so that all learners work at a level appropriate to their needs and abilities. Support staff are deployed effectively and are involved in planning and evaluating lessons.

34. The teaching of music is a particular strength of the school and all staff strongly promote the use of the Welsh language and ensure that all pupils are treated equally.
35. The assessment co-ordinator ensures that agreed guidelines for assessment, recording and reporting are followed throughout the school. Learners' attainment is effectively tracked and this secures the early identification of those experiencing difficulties, who fall behind or who are more able and talented. The local cluster of schools has started a programme of standardisation and moderation to help teachers assess standards across the curriculum.
36. All work is marked and dated, but written comments do not always give learners information that will help them improve. Annual reports fulfil statutory requirements.
37. The school provides a broad, balanced, coherent and relevant curriculum that fully meets statutory requirements and the needs of the range of learners.
38. The school is well prepared for the implementation of the foundation phase in reception in September 2009. Planning is thorough and very effective and good team work and the excellent outdoor facilities enable children to undertake a wide range of stimulating and exciting activities. This is an outstanding feature.
39. Schemes of work are in place for all subjects in KS1 and KS2, but they vary in format and detail and some differ between the key stages. However, the school is in the process of revising its long term planning and skills ladders have been completed for all subjects. Short term planning is appropriate, but reference to assessment and key skills, including bilingualism, is less evident.
40. The school offers many and varied extra-curricular activities, which enhance and enrich learning; this is an outstanding feature. Educational trips to places of interest both locally and further afield are planned regularly, including residential visits for older pupils. In addition, people from the community and from a variety of occupations come in to talk to classes about their experiences.
41. Sustainable development is also a strength of the school and learners, staff and members of the community are encouraged to participate in activities.
42. Spiritual, moral, social and cultural development is effectively promoted. Acts of collective worship are varied and meet statutory requirements. Learners know the difference between right and wrong and work and play together well. They develop a good understanding of those less fortunate than themselves and regularly support charities and good causes. There is an appropriate emphasis on the cwricwlwm Cymrig, bilingualism and celebrating cultural diversity.
43. A particular strength of the school is the partnership with parents, who are very supportive; they are kept well informed and several help in classes and in developing the school grounds. They are happy overall with the homework arrangements and an appropriate home-school agreement is in place.

44. The school plays a central role in the life of the community. Learners participate in many events and there are close links with the parish church and other local churches. The school also promotes lifelong learning for parents and other adults in the community.
45. The school works very effectively with the main receiving secondary school, as well as with local colleges and other primary schools in the cluster group. These partnerships and their lines of communication are well established. Links are also well developed with local employers and services.
46. The quality of care, support and guidance in the school is consistently good and often outstanding. Learners report that they are happy and well cared for and that their efforts and successes are celebrated. They take on responsibilities and help each other willingly. There is an active school council.
47. There are effective induction and transition procedures and the school runs a successful breakfast club.
48. Relevant policies and routines ensure the health, safety and wellbeing of learners. Outstanding attention is given to health education and all learners are taught aspects of personal safety. There are effective safeguarding procedures and all staff are aware of these.
49. The management of behaviour is an outstanding feature of the school and learners state that they are not aware of any bullying in the school; they feel confident to report any incidents or difficulties they may be experiencing.
50. Punctuality and attendance are very effectively monitored and procedures ensure that nearly all learners arrive on time and attend school regularly. Registers are correctly completed.
51. The early identification and support of learners with SEN is a priority of the school and an outstanding feature. An effective tracking and assessment system is in place and learners, including those with statements, are well supported. There is close liaison between all adults involved and external support services are called in when necessary. All individual education plans (IEP) are reviewed termly and a high percentage of learners achieve their targets. Those who are gifted, more able or talented are also identified.
52. The quality of provision for equal opportunities is good and all learners have equal access to all areas of the school's provision. A disability equality scheme and an accessibility plan are in place.

Leadership and management

53. The school has a very positive Christian ethos, which underpins its life and work and ensures that all learners and staff are treated equally and fairly. This is an outstanding feature.

54. The leadership of the headteacher is outstanding. He is very committed to the school and leads by example. He has a very good oversight of the administration and strategic direction of the school and establishes good relationships with staff, governors, parents and members of the community.
55. A teaching and learning responsibility (TLR) structure is in place and is beginning to have a significant impact on learning and achievement in the school. The senior management team (SMT) meets regularly.
56. Another strength of the school is the excellent teamwork that exists between teachers, learning support assistants and adult helpers. All teachers are subject co-ordinators and there is an appropriate balance of responsibilities between them. Good procedures are in place for performance management in line with statutory requirements.
57. Most governors are regular visitors to the school; they play an appropriate role in the school's strategic direction and monitor the provision regularly. They apply 'best value' principles in decision making. The GB meets twice a term and sub-committees meet regularly throughout the year.
58. Very good attention is given to national and local priorities. All statutory policies and requirements are generally in place.
59. An outstanding culture of self-evaluation is well established and staff and governors share a common vision and commitment to school improvement.
60. The headteacher monitors and evaluates teaching in each class at least annually and other members of the SMT undertake lesson observations. Identified subject areas, based on the SIP, are monitored throughout the year. All subject co-ordinators undertake an annual self-evaluation audit of their subject areas, as part of a three year plan.
61. Very good use is made of first hand evidence. Assessment data are carefully analysed and parents' opinions are canvassed on various aspects of school life.
62. Planning for improvement is outstanding. The SIP and self-evaluation report are both very comprehensive documents, which set clear priorities. There is very good evidence that actions taken by the school have resulted in measurable improvements and progress since the last inspection has been very good.
63. Staff are dedicated, skilful and suitably experienced. Their deployment, management and development is an outstanding feature that is used for the benefit of the whole school community. The quality of support and ancillary staff is also a particular strength. All requirements of the workforce remodelling legislation are met.

64. The school buildings provide a tranquil and calm learning environment and there has been considerable development of the grounds, which are extensive and well tended. These are outstanding features.
65. There are plenty of resources, including ICT, available in each learning area, although some books are worn.
66. The GB, headteacher, SMT and administrative staff monitor the school's finances effectively. All major expenditure is linked to the SIP and approved by the GB. Overall, the school gives very good value for money.

Recommendations

The school needs to:

- R1 continue to develop assessment and recording procedures with particular attention to self and peer assessment and individual target setting; and
- R2 continue to develop its curriculum planning procedures in line with the new foundation phase and skills framework.

N.B. Both of these recommendations are an integral part of the school's current SIP.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

67. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
68. In KS1 national teacher assessments in 2008 80% and 93% of pupils attained at least level 2 in English and mathematics respectively and all did so in science, so that the core subject indicator (CSI), which is the percentage of those attaining at least level 2 in all three subjects, was 73%; this was below the local and national levels of 86% and 80.7% respectively. The weakest performance was in writing, where a third of pupils, all boys, only attained level 1, although many were on the SEN register and had birthdays later in the year. The percentage attaining the higher level 3 in English was about the same as nationally, but lower than locally. In mathematics more attained level 3 than nationally but less than locally and in science there were less at this level than both nationally and locally.
69. In comparison to schools with a similar free school meals percentage, KS1 pupils in 2008 performed less well than the best 50% in English, but as well as the best 50% in mathematics and as well as the best 25% in science. Overall, however, in the CSI the school was in the lowest 25%, because different pupils in each subject did not attain level 2.
70. In KS2 national teacher assessments in 2008 90% of pupils attained at least level 4 in English and mathematics and 97% did so in science, so that the CSI, which is the percentage of those attaining at least level 4 in all three subjects, was around 83%; this was above the local and national averages of 79% and 75.5% respectively. The percentage attaining the higher level 5 in English was about the same as nationally, but lower than locally. In mathematics fewer marginally attained level 5 than nationally and locally, whereas in science more attained this level than both nationally and locally.
71. In comparison to schools with a similar free school meals percentage, KS2 pupils in 2008 performed as well as the best 50% in all three subjects and the CSI.
72. Over the last four years there have been some fluctuations in performance in both key stages, according to the nature of the cohorts, but generally standards have been maintained and there are some indications of improvement, especially in KS2. The 2004 Y2 cohort, for example, produced comparable results at the end of KS2 in 2008.
73. Baseline assessment shows that children's ability on entry is generally average to below average with a sharp decline in basic skills in recent years, yet around 20% of those diagnosed with low achievement in reception attain the CSI by the end of KS2.

74. The high number of statemented pupils in most cohorts affects the school's overall results. For example, three of the five pupils in 2009 who did not attain the CSI in KS2 were statemented and the other two were on the SEN register at school action plus.
75. In 2008 in KS1 all pupils at level 1 were boys; they did consistently less well in English, particularly in writing. However, there is no consistent trend over time; for example girls did less well in all three subjects in 2006. In KS2 all pupils attaining below level 4 in English and science were boys, although more girls only attained level 3 in mathematics. Over time, boys have tended to do less well in English but better in mathematics with science being variable.
76. Inspection evidence indicates that all learners, whatever their aptitude, ability or social or ethnic background, make good progress through all classes and that the school adds significant value to their achievement. Nearly all fulfil their potential and reach or exceed the targets set for them.
77. There is evidence that recent initiatives in relation to reading, writing, spelling and learning methods are beginning to make a significant impact on achievement. Provisional results for 2009 in KS1, for example, show an improvement on 2008.
78. Innovations in reception, such as the use of the outdoor classroom and the forest school, are similarly raising children's levels of all round development and preparing them well for the introduction of the foundation phase. The overall quality of the educational provision for the under-fives, therefore, is appropriate to their needs and children make very good progress towards the Desirable Outcomes for Children's Learning.
79. Standards in the key skills of literacy in reception are outstanding. Children listen very attentively, make oral contributions willingly and use a good range of vocabulary for their age. They understand that print conveys meaning and they follow stories with interest. They engage in a variety of mark making and by the end of the year many write freely and confidently on their own.
80. Standards in the key skills of numeracy and ICT in reception are good. Children, for example, use a variety of seaside resources to sort, count and recognise numbers and shapes and they begin to use ICT as an integral part of their learning, developing good mouse and keyboard skills. Even from the youngest age they learn quickly to use a range of electronic equipment confidently, such as a digital camera.
81. In KS1 and KS2 listening and speaking skills are outstanding; in 2008 93% of pupils in KS1 and 97% in KS2 attained at least levels 2 and 4 respectively in these skills, of which 43% attained level 5 in KS2. Pupils listen very attentively in a range of contexts and settings and display good comprehension and understanding. They express their ideas and opinions readily, answer questions confidently and adapt their speech appropriately to different contexts and audiences. The regular use of 'talking partners' in lessons is a feature of the school.

82. Pupils in KS1 and KS2 make good overall progress in reading and many read extremely well for their age; in 2008 80% in KS1 and 86% in KS2 attained levels 2 and 4 respectively in reading. Nearly all read with increasing fluency and improving understanding and expression. In KS1 most use a range of strategies to decode and extract meaning and to predict what could happen next. In KS2 they effectively recall details of what they have read and understand about the structure of different types of books. They develop a range of higher order reading skills, such as skimming and scanning and reading 'between the lines'.
83. Most pupils in KS1 and KS2 produce written work of a good standard across the curriculum commensurate with their age and ability. They write for different purposes and audiences and achieve good standards overall in punctuation, handwriting and comprehension. There is good evidence in KS1 of emergent writing and in KS2 of extended writing and note taking skills. Work is generally of a good quality and quantity and well presented and dated. Pupils also develop good spelling skills, supported by the recently introduced differentiated single spelling system.
84. Pupils in both key stages use numeracy skills appropriately in a range of contexts. For example, they apply standard units of measurement in geography in relation to time, length and temperature and use metre sticks and rulers in science to measure how far a material stretches, converting their results into graphs. They can interpret data and present it in different forms. However, a minority are hesitant when answering mental mathematics questions and do not always use alternative strategies to reach solutions quickly.
85. There are some outstanding features in the use of ICT, especially in older KS2. Pupils in both key stages are able to use a variety of equipment and software. They work independently on personal computers and lap tops, displaying good mouse control and understanding relevant functions on screen. From Y4 onwards they use publishing programs and spreadsheets to make calculations and to present findings. They access the internet to research information they require, importing words and pictures. They also use ICT regularly for word processing, applying different fonts, sizes and colours. Older pupils can input a formula and turn it into a graph.
86. Standards in bilingualism are good overall across the school, although there is some variation between classes. In reception children use Welsh naturally as part of their daily routines and activities and in KS1 they generally speak Welsh with good pronunciation and can answer simple questions fluently and confidently. In KS2 they are able to read Welsh and readily engage in extended conversations, speaking audibly and accurately.
87. Problem solving and thinking skills are well developed and learners are not hesitant to produce and express their own original ideas and to make choices and decisions. They tackle new experiences with zest and energy. The school's Building Learning Power initiative, involving practical challenges, is having an impact on helping pupils develop their learning strategies further.

88. Learners work well independently and with a partner and in small groups; they take turns and share ideas together very successfully. They have a very positive attitude to learning and are effectively motivated and fully engaged in lessons. They respond well to advice and understand the steps they need to take to move on in their learning. However, their involvement in self and peer assessment and setting their own targets for improvement is less well developed.
89. Learners' outstanding behaviour and, in particular, their very good manners and respect for adults and each other have a major impact on their learning and the quality of life in the school. In class they settle quickly and follow instructions well. They are aware of the school and class rules and the procedures for rewards and sanctions.
90. At over 95% in the two terms prior to the inspection and just dipping below this because of outbreaks of illness in the third term, the average attendance overall for the last year is above the national rate and that for similar schools. A few parents, however, do withdraw their children for holidays in term time in excess of the statutory 10 days. There is very little lateness and the school day starts punctually.
91. Learners have a secure awareness of equal opportunities issues and understand that everyone should be treated fairly and equally, regardless of their backgrounds and differences. They are well aware that other people within their own society and across the world hold different beliefs and views to their own and that these should be respected and appreciated.
92. Learners become increasingly aware of the world of work and take an active part in their local community, for example through visits and visitors, running stalls at events and tending the community allotments in the school grounds. They also participate in a range of entrepreneurial activities. For example, they organise a duck race and make briquettes for barbeques in order to raise funds.

The quality of education and training

Key Question 2: How effective are teaching, training and assessment?

Grade 2: Good features and no important shortcomings

93. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
94. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
14%	79%	7%	-	-

95. These figures represent an improvement overall since the last inspection and are better than the national averages published in HMCI's latest Annual Report for 2007-8, which indicates that the quality of teaching in primary schools in Wales is 83% Grade 2 or better. The amount of Grade 1 teaching, however, is slightly below the national average of 16%.
96. In reception, where teaching is consistently outstanding, activities are well prepared and stimulating. Sessions are extremely well organised and independent learning is actively encouraged. Very good use is made of the outdoor classroom.
97. Where teaching was judged to be Grade 2, the good features include:
- effective use of the interactive whiteboard;
 - good pace and well planned and carefully structured lessons;
 - appropriately differentiated activities;
 - effective use of resources;
 - open ended questioning to enable learners to participate meaningfully in their own learning;
 - good classroom control and behaviour management;
 - learning objectives and success criteria shared with learners; and
 - individuals with SEN supported skilfully and sympathetically by dedicated learning support assistants.
98. On the rare occasion that teaching was judged to be Grade 3, the shortcomings include:
- learners listening for too long to the teacher; and
 - over-prescriptive activities that do not promote independent learning.
99. Across the school teachers create very good relationships with learners. They offer praise and encouragement frequently so that effort and good work are rewarded and that learners are encouraged to do their best.
100. Overall teachers have a good understanding and knowledge of the subjects taught and use a variety of teaching styles. They plan activities so that all learners are able to work at a level appropriate to their needs and abilities. Support staff are deployed effectively and are involved in planning and evaluating lessons.
101. The teaching of music is a strength of the school. Learners are taught to sing in two parts and to play instruments to a high standard with the result that they perform consistently well, for example in school assemblies.
102. All staff strongly promote use of the Welsh language across the school. In some classes learners and adults converse confidently in both languages, but expertise varies.

103. Teacher's and support staff avoid any form of stereotyping and ensure that all individuals are treated equally. Learners of all ages report that they like school and are managed fairly.
104. The assessment co-ordinator ensures that agreed guidelines for assessment, recording and reporting are followed throughout the school. Learners' attainment is effectively tracked from Baseline tests on entry through each year group using standardised procedures and a simple colour-coded system; this secures the early identification of those experiencing difficulties, who fall behind or who are more able and talented. Learning support is targeted on those in need. Individual records, including teacher assessments and reading records, are kept by class teachers.
105. The local cluster of schools has started a programme of standardisation and moderation, beginning with learners' writing, and is working towards the production of exemplar materials to help teachers assess standards across the curriculum, but this work is at a very early stage of development.
106. All work is marked and dated. Neat presentation and good handwriting are prioritised and teachers generally follow the school's marking policy. In addition, work is discussed orally with individuals during lessons, whenever possible. However, written comments do not always give learners information that will help them improve.
107. Annual reports to parents fulfil statutory requirements. They include all subjects, comments on personal development and targets for future improvement, which are reviewed with parents at the termly consultation evenings. However, some parents feel that the reports are insufficiently individualised.

Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?

Grade 1: Good with outstanding features

108. The findings of the inspection team do not match the Grade 2 judgement made by the school in its self-evaluation report, because the team awarded this key question a higher grade due to the number of outstanding features identified.
109. The school provides a broad, balanced, coherent and relevant curriculum that fully meets statutory requirements and the needs of the range of learners. It ensures continuity and progression in learning and offers equality of access to all ages and abilities. Curriculum time for each key stage meets recommended hours.
110. The school is well prepared for the implementation of the foundation phase in reception in September 2009. Planning is thorough and very effective and good team work and daily routines are well established based on the principles of active independent learning. The excellent outdoor facilities considerably

enhance the curricular provision and enable children to undertake a wide range of stimulating and exciting activities. This is an outstanding feature.

111. Schemes of work are in place for all subjects in KS1 and KS2, but they vary in format and detail and some differ between the key stages. However, the school is in the process of revising its long term planning in light of the introduction of the foundation phase and the new skills framework. Skills ladders have been completed for all subjects and these are being integrated into the schemes of work, beginning with English, mathematics and ICT in Y3. A rolling programme of development is planned, based on what is taught and the experiences offered.
112. Short term planning involves weekly overviews and detailed lesson plans, when appropriate, and these are kept by teachers in uniform and well organised files along with relevant sections of the schemes of work. The SMT monitors and evaluates plans on a weekly basis, However, planning for assessment and key skills, including bilingualism, is less evident and there is no consistent approach to evaluation of learning and teaching.
113. All classes contain a single age group, but learners are grouped according to abilities, interests and friendships for various activities both within and between classes. For example, every day learners work in ability groups for reading and writing activities and periodically they combine into mixed groups for thematic curriculum days, when a carousel of activities are provided for the whole school, focusing on a particular subject or topic.
114. The school offers many and varied extra-curricular activities, which enhance and enrich learning; this is an outstanding feature. Clubs take place after school and during lunch time and include various sports, music, model making and gardening. There are infant and junior choirs and pupils compete against other schools in various activities. All clubs are open to every pupil in the relevant age group, although local rules do not allow boys to participate in netball matches. The activities are enjoyable occasions and are well supported; full advantage is taken of the outstanding outdoor environment.
115. Educational trips to places of interest both locally and further afield are planned regularly, including residential visits to London for Y6 and to two contrasting outdoor and adventurous activity centres for Y5. In addition, people from the community and from a variety of occupations come in to talk to classes about their work and experiences. All these activities enrich the curriculum and the school fund is used, when necessary, to ensure all learners have the opportunity to participate.
116. Sustainable development is also a strength of the school and learners, staff and members of the community are encouraged to take part in activities, such as recycling paper and clothes, litter picking, composting and collecting rainwater. There are recycling bins in all classes, the offices and the staffroom and water and energy are saved, for example by ensuring taps are turned off; lights automatically switch off when a room is not being used. The school has been consistently successful in recent years in the Yellow Pages challenge. It

is also seeking accreditation as a Fair Trade institution. The eco committee emphasises the importance of these concepts and procedures and teachers successfully build them into the curriculum.

117. There is a recently revised policy for personal and social education (PSE), which is linked to citizenship and planned alongside other subjects in all classes. Circle time sessions occur every week and help to strengthen relationships and to raise awareness of personal emotions. Learners are given many opportunities to respond to one another, share views and act as critical friends. All KS2 pupils also have 'think books', which are designed to allow them to share their private thoughts with their teacher.
118. Spiritual, moral, social and cultural development is effectively promoted. Acts of collective worship are varied and normally include elements of praise, prayer and moral messages, which are mainly Christian in nature; statutory requirements are met. Learners sing very exuberantly and joyfully on these occasions and they are provided with opportunities for reflection and contemplation. Use of the Welsh language is a feature and regular visitors include the vicar and ministers from other churches and the Salvation Army.
119. Learners know the difference between right and wrong and work and play together well; the quality of relationships is very good. They develop a good understanding of those less fortunate than themselves and regularly support charities and good causes; they raise money, for example, for a school in Ethiopia.
120. There is an appropriate emphasis in the curriculum and the daily life of the school on celebrating cultural diversity, for example through studying other faiths, cultures and lifestyles in lessons and assemblies and through such events as World Book Day and 'Around the World' week.
121. The cwricwlwm Cymreig is an integral part of the curriculum and is identified in each subject policy. The provision includes a St. David's Day Eisteddfod, visiting authors, actors and artists, trips to local theatres and museums and the study of Welsh stories, poems and composers; there is also a gallery in the school of learners' art work in the styles of several Welsh and local artists. The school participates every year in the Abergavenny Eisteddfod, entering art, writing, recitation, singing and instrumental competitions.
122. Bilingualism is effectively promoted through signage and displays and all staff and governors are encouraged to use incidental Welsh in their contacts with learners. The school has introduced a number of initiatives and incentives to encourage pupils to speak Welsh, for example in the playground, and members of the Welsh Club have suggested some effective innovations to enhance the teaching of incidental Welsh.
123. Learners are provided with regular reading and spelling homework, commensurate with their age and ability, and older pupils have homework books for additional tasks, such as learning multiplication tables, comprehension exercises and project work. There is also a design technology

task for the St David's Day Eisteddfod. Parents overall are happy with the arrangements, although a few express concerns that too much homework is given and that it is too repetitive with an overemphasis on literacy and mundane tasks, such as colouring in; these activities are based on a commercial scheme, which a number of parents feel is rather dated.

124. A particular strength of the school is the partnership with parents, who are very supportive; 99% of responses to the pre-inspection questionnaire, for example, were positive. Parents are kept well informed through comprehensive newsletters; at the beginning of each term they are provided with a list of relevant dates and information about class routines and work to be studied.
125. Parents are actively encouraged to support the work of the school and several help in classes from reception to Y6. They are also involved in developing the school grounds, for example with tending the allotments, gardening and growing appropriate wild flowers from seeds in the meadow area. There is also a very active parent-teacher association (PTA), which raises considerable funds for school initiatives.
126. Parents are encouraged to come to the school to discuss any needs or issues that may arise regarding their children and they are confident that any complaints or suggestions are taken seriously and acted on. An appropriate home-school agreement is in place
127. The school plays a central role in the life of the community through links, for example, with residential homes and working with local charities and projects. Learners participate in many events, such as the Abergavenny Food Festival and Carnival. In addition, the knitting club is run by members of the community, who also help with the allotments.
128. There are close links with the parish church and other local churches and pupils' work is displayed in their Link Magazine most months. The school also promotes lifelong learning for parents and other adults in the community, who are regularly invited to participate in school activities and events. Literacy courses, such as the Gwent Early Language Project (GELP), have been offered in recent years and parents and local residents have been involved in formulating the school travel plan.
129. The school works very effectively with the main receiving secondary school, as well as with local colleges and other primary schools in the cluster group. These partnerships and their lines of communication are well established.
130. The school welcomes students on placement from secondary schools, the local college and the regional university and it responds positively to requests for work experience placements from Careers Wales Gwent. It provides information booklets and appropriate induction procedures for students. Reciprocally, Careers Wales provides work experience opportunities for staff.
131. Links are also well developed with local employers and services. Teachers successfully address the vocational aspect of the PSE programme and a range

of well planned visits to commercial and retail sites enhances learners' understanding of the world of work. The school also intends to set up a co-operative market when the allotments become established.

Key Question 4: How well are learners cared for, guided and supported?

Grade 1: Good with outstanding features

132. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
133. The quality of care, support and guidance in the school is consistently good and often outstanding. Learners report that they are happy in school and well cared for and that their efforts and successes are celebrated, thus raising their self-esteem and aspirations. There is mutual respect and trust between adults and learners, based on the 'Respecting Others' policy, which is used consistently throughout the school.
134. Learners take on responsibilities and help each other willingly and older ones are keen to look after those younger than themselves through, for example, the buddy system and various monitoring duties.
135. There is an active school council, which is democratically elected and which meets every month; minutes are kept and a suggestion box has been installed for all learners to use. There is no specific fund for the council, so monies are raised through various projects and events.
136. There are effective induction and transition procedures. Before children start in the reception class in September parents are invited to an information sharing meeting, which is repeated each term. In the summer term, there is 'moving up day', when all learners spend the day or half day with their new class teacher. New entrants are also invited to all end of year activities.
137. As well as going to the comprehensive school for one day, pupils in Y6 take part in a number of curriculum based activities as part of their secondary school induction procedures. These involve sports and a bridging unit, which includes mathematics, modern foreign languages, writing and science activities as part of the cluster group's current transition plan. Teachers also engage in joint curriculum planning and exchange of pupil information.
138. The school runs a successful breakfast club; approximately 25% of the number on roll attend. Learners are offered a healthy breakfast and experience a calm well ordered start to the school day.
139. Outstanding attention is given to health education. Reception children and KS1 pupils are given a healthy fruit snack at playtime and KS2 pupils can bring fruit from home. All are allowed water bottles on their tables in the classroom. There is a food and fitness club for Y4, a fitness club for Y2 and a running club for KS2 and the school has been selected as a pilot for the Cymru cooking

initiative. The playgrounds have been developed to give learners the chance to play actively during break times.

140. All learners are taught aspects of personal safety. PSE includes sessions on substance misuse, road safety and taking medicines. Reception and KS1 classes experience the Tufty Club and all Y6 pupils attend a drama presentation, entitled 'Wings to Fly', organised by the local police and performed by secondary school pupils, which raises awareness of the consequences of taking drugs. There are regular visits from the school nurse and parents have opportunities to meet with her and the police liaison officer. Sex and relationships education is provided specifically for Y6 pupils.
141. Relevant policies and routines ensure the health, safety and wellbeing of learners, although the site is not entirely secure, due particularly to incidents of vandalism and gaps in the very long and low boundary fence. In addition, the use of the overflow car park as an extension to the junior playground for football can be hazardous, but supervision is appropriate.
142. The school has effective safeguarding procedures and all staff are aware of these. The headteacher is the child protection officer and there is a named governor. All staff, governors and volunteers hold up to date Criminal Records Bureau (CRB) enhanced certificates.
143. Appropriate health and safety procedures are in place and risk assessments are undertaken when necessary. Fire drills are held regularly, appliances are checked annually and a new fire alarm system has been installed. All accidents are recorded and parents are informed of any injuries, as well as procedures relating to allergies, various conditions and the dispensing of medicines. All staff have undertaken a first aid at work course.
144. The management of behaviour is an outstanding feature of the school. There is a whole school behaviour strategy that is consistently used by staff, for example by means of hand signals to attract learners' attention. Class rules are agreed by staff and learners together. Early intervention is applied to problem behaviour and external support services are involved when appropriate. Learners are rewarded in various ways, for example through praise and encouragement, house points and weekly certificates. Any behaviour that is not up to the expected level is immediately dealt with sensitively and appropriately.
145. Learners state that they are not aware of any bullying in the school and that the headteacher deals effectively with any problems that may arise. They feel confident to report any incidents or difficulties they may be experiencing.
146. Punctuality and attendance are very effectively monitored and procedures ensure that nearly all learners arrive on time and attend school regularly; where this is not the case, there is early intervention and very close liaison with the education welfare officer. Registers are correctly completed and the headteacher checks them each week and investigates any patterns of poor attendance or punctuality. A first day response system and a late book are in place.

147. The early identification and support of learners with SEN is a priority of the school and an outstanding feature. An effective tracking and assessment system is in place and learners, including those with statements, are well supported by having differentiated work in the classroom or withdrawal sessions or in class help from learning support assistants. There is close liaison between all adults involved. There is a named SEN governor and appropriate policies are in place, which accord with the Code of Practice.
148. External support services are called in as soon as IEPs have been drawn up and the school has identified a need. All IEPs are reviewed termly by the SEN co-ordinator (SENCO) and a high percentage of learners achieve their targets, often before the stated deadlines, due to the joint intervention of teachers and learning support assistants. Parents are involved at an early stage and regularly consulted. Learners with specific difficulties or medical needs are very effectively supported.
149. Learners who are gifted, more able or talented are also identified through the assessment and tracking system, as well as by discussion with parents. Suitable activities are provided for them and they are placed on a gifted and talented register and given IEPs that are regularly monitored and reviewed.
150. The quality of provision for equal opportunities is good and all learners have equal access to every area of the school's provision. There have been no racial incidents and staff are very mindful of the need to cater for any type of social disadvantage.
151. A disability equality scheme is in place; this has been developed in conjunction with other schools in the cluster. The school also has an accessibility plan and the premises are fully accessible and include disabled toilets, ramps and a lift between the two levels of the building.

Leadership and management

Key Question 5: How effective are leadership and strategic management?

Grade 1: Good with outstanding features

152. The findings of the inspection team do not match the Grade 2 judgement made by the school in its self-evaluation report, because the team awarded this key question a higher grade due to the number of outstanding features identified.
153. This key question differs from the grade awarded to Key Question 1, because there is good evidence in the school that the implementation of several recent initiatives and innovations and the new management structure is beginning to have a significant impact on raising standards and the quality of teaching.
154. The school has a very positive Christian ethos, based on its mission statement and aims, which are reviewed regularly by learners, staff and governors. The

ethos underpins the life and work of the school and ensures that all learners and staff are treated equally and fairly. This is an outstanding feature.

155. The leadership of the headteacher is outstanding. He is very committed to the school and leads by example. He is quietly and calmly efficient and has a very caring approach; he has an open door policy for staff and parents and is visible around the school, for example in the morning in order to meet and greet families as they arrive. He has a very good oversight of the administration and strategic direction of the school and establishes good relationships with staff, governors, parents and members of the community and is well respected by them.
156. A TLR structure is in place and, as a result, the SMT now comprises the headteacher, the deputy headteacher and the TLR post holder, who is the reception and KS1 leader. However, while the deputy is on sick leave, another member of staff has been co-opted on to the team. The SMT meets regularly and very effectively oversees the implementation of new initiatives, as well as planning, SEN, behaviour and attendance.
157. Another strength of the school is the excellent teamwork that exists between teachers, learning support assistants and adult helpers. Staff meetings are held every week and democratic discussions occur on all aspects of the school's life and work.
158. All teachers are subject co-ordinators and there is an appropriate balance of responsibilities between them. They have a good oversight of their remit and role and they regularly provide curriculum advice and guidance at staff meetings both formally and informally. They implement initiatives and make presentations on these to governors.
159. Good procedures are in place for performance management in line with statutory requirements. The headteacher leads the process, which involves all staff, both teaching and non-teaching. Members of the SMT act as team leaders for the annual appraisal of teachers and professional development interviews are conducted for support staff, led by the higher learning teaching assistant (HLTA). Targets are agreed through discussion, based on observations and other evidence, in order to identify training needs related to school priorities.
160. Most governors are regular visitors to the school and have opportunities to spend time in classrooms. They also meet with subject co-ordinators linked to their areas of interest and comments on their experiences are fed through to GB meetings as part of the self-evaluation process.
161. The GB meets twice a term and agendas include the headteacher's comprehensive written reports, which provide an update on the progress made towards SIP priorities, plus details of various other issues, such as standards and teaching and learning. Sub-committees also meet regularly throughout the year and feed back into full GB meetings.

162. Governors play an appropriate role in the school's strategic direction and monitor the provision regularly. They are involved in agreeing targets and priorities for the SIP and monitoring progress towards these. They apply 'best value' principles in decision making. They are fully involved with initiatives, such as measures to ensure that routes to school and use of the internet are safe. They take advantage of training opportunities.
163. Very good attention is given to national and local priorities and an audit is conducted annually with the local authority (LA) relating to these and is integrated into the SIP. All statutory policies and requirements are in place, except for a few omissions in the GB's annual report to parents. All policies are dated, but not all are signed. An appropriate complaints procedure is in place.

Key Question 6: How well do leaders and managers evaluate and improve quality and standards?

Grade 1: Good with outstanding features

164. The findings of the inspection team do not match the Grade 2 judgement made by the school in its self-evaluation report, because the team awarded this key question a higher grade due to the number of outstanding features identified.
165. An outstanding culture of self-evaluation is well established and staff and governors share a common vision and commitment to school improvement; all are involved in the process.
166. Accurate, if cautious, judgements are made by the school about its strengths and areas for development in order to build on its successes and to move forward. This is exemplified by the fact that the inspection team agreed with the school's judgements in its self-evaluation report in four out of the seven key questions. Where there was a difference in Key Questions 3, 5 and 6, this was because the team awarded a higher grade, due to the number of outstanding features identified.
167. The headteacher monitors and evaluates teaching in each class at least annually. Other members of the SMT also undertake lesson observations with an emphasis on literacy, numeracy and key skills. Targets and areas for development are agreed following each observation and feedback and review meetings follow up lesson observations where necessary.
168. Identified subject areas, based on the SIP, are monitored throughout the year, although there is no rolling programme; priorities are decided according to needs and circumstances. All teachers, as subject co-ordinators, undertake an annual self-evaluation audit of their subject areas, as part of a three year plan. The information from these audits feeds into the self-evaluation process and the SIP, which in turn are linked to, and informed by, performance management outcomes. Time is also given to co-ordinators to update policies, scrutinise books, talk with pupils and gather other evidence.

169. Very good use is made of first hand evidence. Assessment data are carefully analysed and the school's performance is appropriately compared to that of other local, national and similar schools. Outcomes are reported to governors. Parents' opinions are canvassed on various aspects of school life and their responses are analysed and action is taken, where appropriate. The school council and eco committee also meet regularly to discuss their ideas for school improvement.
170. Planning for improvement is outstanding. The SIP and self-evaluation report are both very comprehensive documents, which set clear priorities for action. The SIP outlines the school's context, its philosophy, purpose and mission and its response to WAG priorities. It is very well structured and provides a three year plan with specific details on current targets that are costed and timed with details of the resources required and specific actions to be taken. It is updated annually in the light of monitoring information and other data and regular feedback is given to governors at meetings relating to progress. There is also an end of year evaluation of the SIP in July, based on key indicators, involving all staff. The LA link adviser visits the school to offer both challenge and support to the school and to discuss school improvement priorities.
171. There is very good evidence that actions taken by the school have resulted in measurable improvements. For example, new initiatives introduced in literacy are already showing an impact in pupils' abilities, boys' writing is improving and spelling results have risen considerably.
172. Progress since the last inspection has been very good. Although subjects were not inspected directly in the current inspection, there is good evidence in the school that standards in Welsh have improved significantly and bilingualism as a key skill is now judged to be good, although some variation remains between classes. No specific physical education lessons were observed during the current inspection, so no judgement can be reached on whether this subject has improved or not in KS1. The provision for pupils with emotional and behavioural difficulties is now judged to be very good and the management and standards of behaviour overall are considered to be outstanding. No individuals or groups of learners were observed during the inspection causing disruption to lessons or school routines. Attendance registers are now consistently marked correctly at the beginning of each session.

Key Question 7: How efficient are leaders and managers in using resources?

Grade 1: Good with outstanding features

173. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
174. This key question differs from the grade awarded to Key Question 1, because there is good evidence in the school that the high quality of staffing and accommodation, particularly in relation to the development of facilities and resources, is beginning to have a significant impact on raising standards.

175. Staff are dedicated, skilful and suitably experienced. Their deployment, management and development is an outstanding feature that is used for the benefit of the whole school community.
176. All teachers have appropriate qualifications, a wide range of expertise and are fully committed to the success of the school. Visiting teachers, for example the Athrawon Bro, also play an important part in delivering the curriculum.
177. The quality of support staff is a particular strength. They work tirelessly for the benefit of learners in their care. Their timetables are regularly monitored to meet the needs of all individuals.
178. The HLTA has an important role in supervising classes during planning, preparation and assessment (PPA) time. The learning support assistant who teaches ICT in Y4 to Y6 during PPA time also ensures pupils receive a high quality learning experience; this provision is an outstanding feature. Lessons are carefully evaluated and comments are passed on by the learning assistants to the respective class teachers, who are thus kept well informed in order to plan appropriately for the following week. In addition, PPA time is covered by whole school singing on a Monday morning. All requirements of the workforce remodelling legislation are met.
179. All members of staff have job descriptions and undertake in-service education and training (INSET) relevant to their personal and professional duties, as well as in relation to school priorities. Welsh language training is available for governors as well as staff.
180. All other staff in the school, including kitchen, midday supervisors, cleaners and the caretaker, are valued team members. The caretaker undertakes many duties beyond those required of him, for example building picnic tables for the junior playground. The school support officer also makes a significant contribution to the school's efficiency and administration and daily routines operate smoothly.
181. The school buildings provide a tranquil and calm learning environment. The classrooms are well decorated and effectively lit with suitable areas for group or individual work, as well as for quiet study or withdrawal. The ICT suite and library is well equipped and used effectively. There is a very appropriate blend of teacher-led displays and pupils' own work and very good use is made of historical artefacts.
182. There has been considerable development of the grounds, which are extensive and well tended. There are allotments where food is grown, playgrounds with hammocks, a pond, meadow, sand pit, traversing wall, log circle and a copse development, all of which provide an ideal setting for an outdoor classroom. Overall, the buildings and grounds and the very good use of them are outstanding features of the school.
183. There are high quality ICT facilities and interactive whiteboards in every classroom except Y1. There are plenty of resources available in each learning

area, relevant to the age group being taught, although some books are worn. Resources are monitored by subject co-ordinators and are replaced according to need and school priorities with the help of external agencies, such as the school library service.

184. The GB, headteacher, SMT and administrative staff monitor the school's finances effectively. All major expenditure is linked to the SIP and approved by the GB. The last school financial audit confirmed that the school has good procedures in place. Overall, the school gives very good value for money.

School's response to the inspection

185. The staff and governors of Llantilio Pertholey Voluntary Controlled Primary School welcome the inspection report and are delighted with the grades awarded by the inspection team. These we believe recognise the strong commitment, professionalism and hard work of all stakeholders.
186. We are extremely pleased that the inspection team found that Llantilio Pertholey School is a very effective school with many outstanding features. We are very proud of our school, its facilities and the opportunities that we have designed for our pupils. We are particularly pleased, therefore, that the inspectors found so many outstanding features in each key question.
187. Of particular pleasure and importance is the recognition afforded to the pupils' very positive attitudes to work and the way that they show great enthusiasm for learning. We are also very proud of the fact that the team identified that behaviour in the school is outstanding; the way pupils have high regard and respect for everybody in the school community ensures a highly productive learning environment. As a school that strongly promotes inclusion, we are also extremely gratified that the quality of support, care and guidance provided for all learners was judged to be outstanding. These findings reflect the high expectations of our teaching and support staff, who work closely together to improve and maintain the high standards of our school.
188. The headteacher, staff, governors and pupils greatly appreciate the very professional and courteous manner in which the inspection team carried out such a thorough audit of the school. Their opinions are greatly valued and the recommendations will be incorporated into the school improvement action plan. A summary of the plan will be shared with parents and progress will be reported in the annual governors' report to parents.

Appendix 1

Basic information about the school

Name of school	Llantilio Pertholey Voluntary Controlled Primary School
School type	Primary
Age-range of pupils	4-11
Address of school	Hillgrove Avenue, Mardy, Abergavenny, Monmouthshire
Postcode	NP7 6LZ
Telephone number	01873 853746

Headteacher	Mr. J. David Evans
Date of appointment	November 1990
Chair of governors	Reverend Father M. Winchester
Registered inspector	Dr. P. David Ellis
Dates of inspection	29 th June to 1 st July 2009

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	N/A	23	22	20	16	30	30	30	171

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	0	8

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	21.4:1
Pupil: adult (fte) ratio in nursery classes	N/A
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	24.4
Teacher (fte): class ratio	1.1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2008	N/A	93.4	95.9
Autumn 2008	N/A	94.2	93.7
Spring 2009	N/A	95.7	95.06

Percentage of pupils entitled to free school meals	14%
Number of pupils excluded during 12 months prior to inspection	Nil

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2008		Number of pupils in Y2:		15			
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	0	20	60	20
		National	0.2	3.5	13.8	63.0	19.4
En: reading	Teacher assessment	School	0	0	20	60	20
		National	0.2	4.1	14.9	55.2	25.5
En: writing	Teacher assessment	School	0	0	33	67	0
		National	0.2	4.8	15.9	67.8	11.3
En: speaking and listening	Teacher assessment	School	0	0	7	67	27
		National	0.2	2.4	10.7	62.8	23.8
Mathematics	Teacher assessment	School	0	0	7	67	27
		National	0.2	2.0	10.9	65.2	21.6
Science	Teacher assessment	School	0	0	0	87	13
		National	0.2	1.6	8.5	66.3	23.4

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	73.0%	In Wales	80.7%

D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1

N.B. The general expectation is that the majority of 7 year olds will attain level 2

National Curriculum Assessment Results
End of key stage 2:

National Curriculum Assessment KS2 Results 2008				Number of pupils in Y6		30			
Percentage of pupils at each level									
			D	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	3	7	60	30
		National	0.2	0.5	0.6	3.1	15.6	51.3	28.5
Mathematics	Teacher assessment	School	0	0	0	0	10	63	27
		National	0.2	0.5	0.6	2.7	14.7	51.4	29.9
Science	Teacher assessment	School	0	0	0	0	3	57	40
		National	0.2	0.5	0.5	1.8	11.4	53.9	31.7

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) by teacher assessment			
In the school	83.3%	In Wales	75.5%

D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum
W Pupils who are working towards level 1

N.B. The general expectation is that the majority of 11 year olds will attain level 4

Appendix 4

Evidence base of the inspection

Three inspectors spent a total of six inspector days in the school. There was also a nominee on the team, who was the headteacher.

The inspection team visited:

- fourteen lessons or part-lessons;
- all classes twice; and
- three acts of collective worship.

The inspection team held meetings with:

- staff, governors and parents before the inspection;
- managers, teachers and support, ancillary and administrative staff during the inspection;
- groups of learners during the inspection; and
- staff and governors after the inspection.

The inspection team also considered:

- the school's self-evaluation report;
- sixty-three responses to the parents'/carers' questionnaire; 99% of answers were positive;
- a comprehensive range of documentation provided by the school before and during the inspection; and
- a variety of learners' current and past work.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Dr. P. David Ellis Registered Inspector	Context Summary Key Question 1 Key Question 3 Key Question 5 Key Question 6 Appendices
Mrs. Ruth Ferrier Team Inspector	Key Question 2 Key Question 4 Key Question 7
Mrs. Rhiannon Boardman Lay Inspector	Contributions to Key Questions 1, 3, 4 and 7
Mr. J. David Evans Headteacher and nominee	Contributing information and attending meetings School's response

Acknowledgement

The inspection team would like to thank the governors, headteacher, staff and pupils for their co-operation and courtesy throughout the inspection.

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